DOCUMENT RESUME

ED 115 413 RC 008 869

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TITLE Providing Opportunities: Report of the Fiscal 1974 Program for the Education of Children of Migratory Agricultural Workers in New York State.
INSTITUTION New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.
PUB DATE [74]
NOTE 39p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Annual Reports; Bilingual Education; Career Awareness; Computer Oriented Programs; *Educational Opportunities; *Educational Programs; Health; Inservice Education; Interstate Programs; *Migrant Child Education; *Outreach Programs; Parent Participation; Reading; Summer Programs; *Supplementary Education; Tutorial Programs
IDENTIFIERS *New York

ABSTRACT

Goal of the New York State migrant education effort is to provide each eligible child supplemental educational programs which will best meet his assessed needs. Efforts are undertaken to: (1) improve skills in reading, mathematics, and bilingual education; (2) improve health and nutrition; (3) provide recreational activities; and (4) bolster positive self-concepts. Among services available to migrant children are tutorial instruction, summer schools, regular school supplemental programs, health education, bilingual education, career experiences for adolescents, and early childhood development programs. These educational programs are linked to the work of other state agencies which provide services to migrant children. During fiscal year 1973-74, emphasis was on identifying eligible children and on providing them priority educational programs. First priorities in meeting their educational needs were those of reading, mathematics, and bilingual education. Tutorial outreach programs, designed to meet the needs of small numbers of children scattered throughout many school districts, were expanded in order to involve identified migrant children in priority programs. Other activities during the year included a census project, career experiences, use of the Migrant Student Record Transfer System, in-service education, parental involvement, and interstate cooperation. (NQ)

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PROVIDING OPPORTUNITIES

Report of the Fiscal 1974 Program for the Education of Children of Migratory Agricultural Workers in New York State

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Bureau of Migrant Education
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FOREWORD

This report gives the highlights of the activities of the Bureau of Migrant Education (BME) during the fiscal year 1973-74 (FY-74). Various activities, both during the regular school year and summer school, are designed to provide migrant children the opportunity to receive worthwhile education experiences while they are in the period of migration. Several of the highlights include census project, bilingual education development, learn and earn, tutorial and career experiences. The use of the Migrant Student Record Transfer System (MSRTS) indicates the value of transmitting data on migrant children from one state to another. Also, the vital part of the migrant education program is in-service education in order that those concerned with improving education will have the opportunity to learn from those who are leaders in the field of migrant education. The education of migrant children has a high priority. We hope this report will be useful to all those concerned with equalizing education opportunity.

This report was prepared by Tad Thompson, for the BME, under the supervision of Richard A. Bove, Chief of the Bureau. Photographs contributed by James Brandi, William Cronin, Henry Gadjo, Robert Kiefer and Tad Thompson. Manuscript preparation was by Janet Manciocchi.

[1974]

Irving Ratchick

INTRODUCTION

Since 1956 the New York State Education Department has been an active participant in the national effort to improve the educational offerings for children of migratory agricultural workers. During the summer of 1956 two pilot summer schools were conducted for elementary school age children. The New York State Legislature appropriated the sum of $10,000 to conduct these projects. They were located in Albion and East Cutchoque.

In September of 1957 the first annual report on special education programs for migrant children was issued covering the summer school programs of 1956 and 1957. Each year since that time an annual report has been issued. This is the 18th such report. The Bureau of Migrant Education (BME) receives most of its funding from the U.S. Office of Education under the Elementary and Secondary Education Act, Title I, Amended P.L. 89-750. The State of New York has contributed $90,000 for the last six years to the operation of summer schools for migrant children.

Emphasis this program year was on identifying eligible children and on providing priority educational programs to those identified children. First priorities in meeting children's educational needs are those of reading, mathematics and bilingual education. The BME expanded its tutorial outreach programs in order to involve identified migrant children in priority programs. Tutorial outreach projects are designed to meet the needs of small numbers of children scattered throughout many school districts. Often a single project in any one of those districts enrolling so few children is not feasible.

The goal of BME is to provide educational opportunitiy to every eligible migrant child through his or her involvement in a program designed to meet that child's needs.

Richard A. Bove

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OVERVIEW

New York State's effort to meet the educational needs of migrant children receives its primary funding and direction from the U.S. Office of Education's Migrant Program Branch. Funds are appropriated by the U.S. Congress through amendments to the Title I, Elementary and Secondary Education Act. The New York State Legislature also contributes funds toward the operation of summer school programs for migrant children.

Reponsibility for allocation of the funds rests with the New York State Education Department's Office of Elementary, Secondary and Continuing Education (ESC) through the Office of ESC Educational Opportunity Progams. Within this Office, the Bureau of Migrant Education (BME) fosters both direct and supportive services aimed at maximizing education opportunities for migrant children. The BME operates three regional offices in the Western (I), Central (II), and Eastern (III) areas of New York State. Regionalization affords increased service by the professional staff of the BME through placement of the staff within the region of their responsibility.

Support services such as Census, MSRTS User Training, Day Care, Interagency Coordination and Information Dissemination strengthen the direct teaching programs. Teaching efforts are carried out at the local level through cooperative agreements with local education agencies (LEAs) which conduct BME-supported programs.

LEAs are schools, colleges and universities and Boards of Cooperative Education Services (BOCES). Schools generally conduct programs such as inschool supplementary programs and summer schools for migrant children who reside within the school district boundaries. Colleges, universities and BOCES conduct outreach programs such as health education and tutorial programs for migrant children within several school districts with the consent of the local schools.

Migrant children are defined as those children who move with a parent or guardian in order that the parent, guardian or member of their immediate family might secure temporary or seasonal employment in agriculture, fishing, or related food processing activities. There are three recognized categories of migrant children:

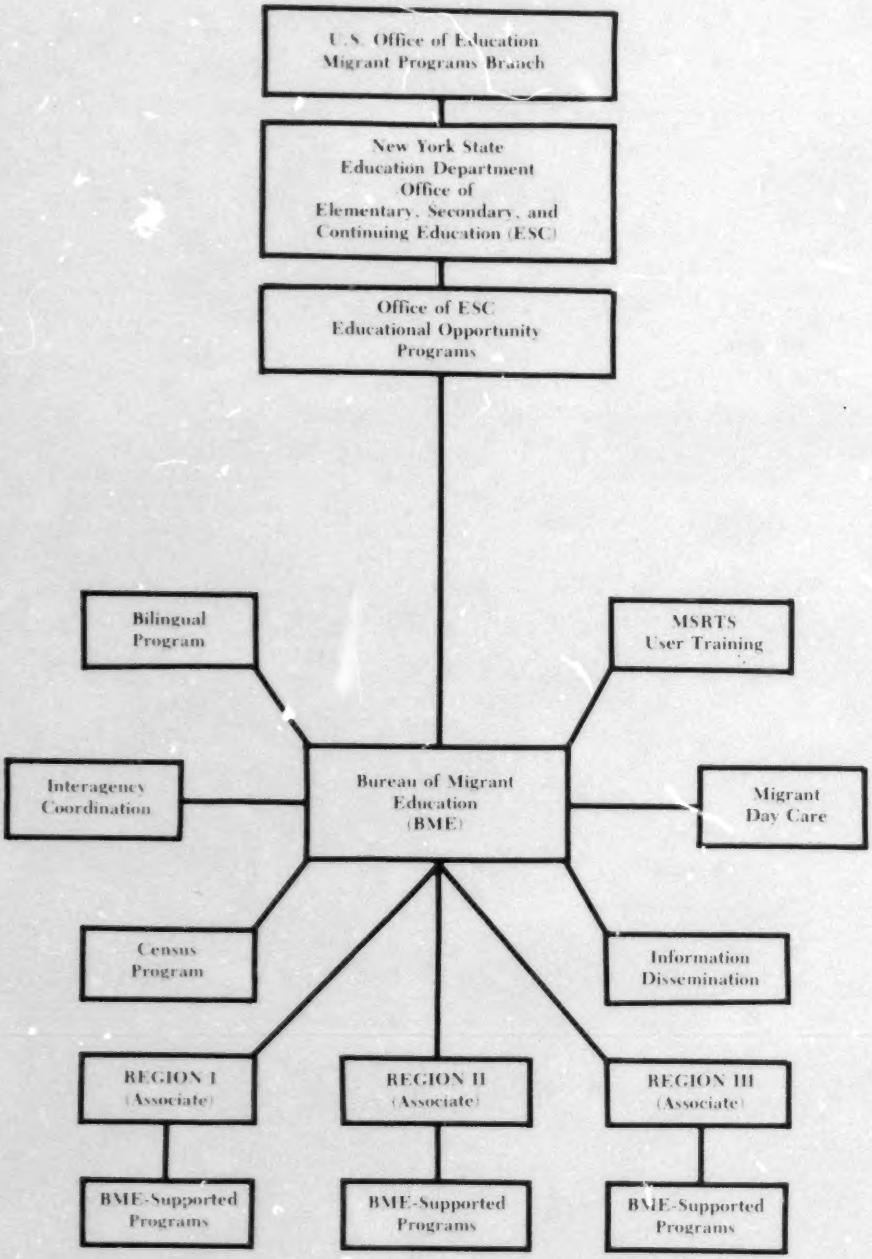
INTERSTATE – A child who has moved across state boundaries within the past year;

INTRASTATE – A child who has moved across school district boundaries within the state within the past year;

FORMERLY MIGRATORY – A child who has been an interstate or intrastate migrant as defined above but who has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is to be provided.*

*Source: "Migrant Program Guidelines," Public Law 89-10, Amendments to Title I ESEA Act of 1965; P.L. 89-247, P.L. 91-230, P.L. 93-380. Published by The University of the State of New York, the State Education Department, The Bureau of Migrant Education, Albany, New York.

FISCAL STRUCTURE

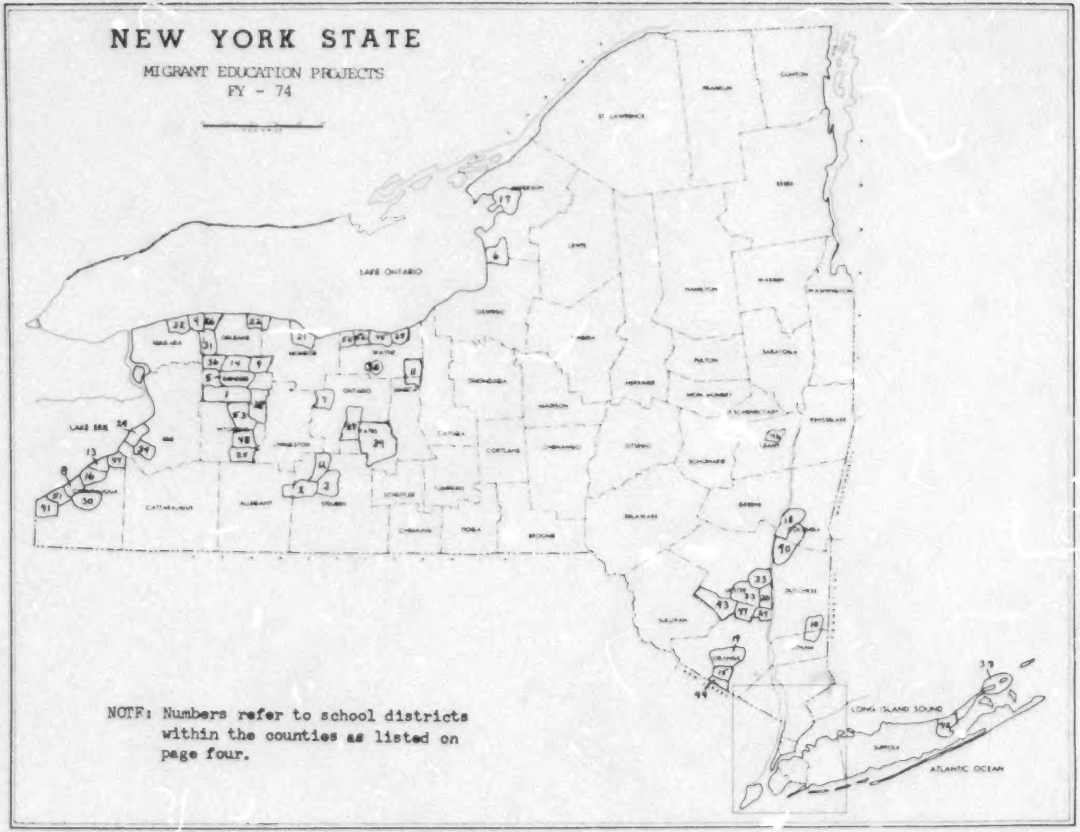


COOPERATING SCHOOLS

	DISTRICT	COUNTY	PROGRAM
1	Alexander	Genesee County	Summer
2	Arkport	Steuben County	Regular
3	Avoca	Steuben County	Regular
4	Barker	Niagara County	Regular, Summer
5	Batavia	Genesee County	Summer
6	Belleville	Jefferson County	Regular
7	Bloomfield	Ontario County	Summer, Tutorial
8	Brocton	Chautauqua County	Tutorial
9	Byron-Bergen	Genesee County	Summer
10	Carmel	Putnam County	Regular, Summer
11	Clyde-Savannah	Wayne County	Regular, Summer
12	Cohocton	Steuben County	Regular
13	Dunkirk	Chautauqua County	Regular, Summer
14	Elba	Genesee County	Regular
15	Florida	Orange County	Summer
16	Fredonia	Chautauqua County	Regular
17	General Brown	Jefferson County	Regular
18	Germantown	Columbia County	Regular
19	Goshen	Orange County	Summer
20	Highland	Ulster County	Summer
21	Hilton	Monroe County	Regular, Summer
22	Kendall	Orleans County	Regular
23	Kingston	Ulster County	Summer
24	Lake Shore	Erie County	Tutorial
25	Letchworth	Wyoming County	Regular
26	Lyndonville	Orleans County	Regular, Summer
27	Marcus Whitman	Ontario County	Regular, Summer
28	Marion	Wayne County	Regular
29	Marlboro	Ulster County	Summer
30	Mayville	Chautauqua County	Tutorial
31	Medina	Orleans County	Regular, Summer
32	Newfane	Niagara County	Regular, Summer
33	New Paltz	Ulster County	Summer
34	North Collins	Erie County	Tutorial
35	North Rose-Wolcott	Wayne County	Regular, Summer
36	Oakfield-Alabama	Genesee County	Summer
37	Oyster Pond	Suffolk County	Summer
38	Pavilion	Genesee County	Summer
39	Penn Yan	Yates County	Regular
40	Red Hook	Dutchess County	Regular
41	Ripley	Chautauqua County	Regular
42	Riverhead	Suffolk County	Summer
43	Rondout Valley	Ulster County	Summer
44	Silver Creek	Chautauqua County	Tutorial
45	Sodus	Wayne County	Regular, Summer
46	Voorheesville	Albany County	Regular
47	Wallkill	Ulster County	Regular, Summer
48	Warsaw	Wyoming County	Summer
49	Warwick	Orange County	Regular, Summer
50	Wayne	Wayne County	Regular
51	Westfield	Chautauqua County	Tutorial
52	Williamson	Wayne County	Regular, Summer
53	Wyoming	Wyoming County	Summer

NEW YORK STATE

MIGRANT EDUCATION PROJECTS
FY - 74



NOTE: Numbers refer to school districts within the counties as listed on page four.

REGULAR SCHOOL SUPPLEMENTAL PROGRAMS

New York's fall harvest season brings the greatest influx of migrant workers to the state. The BME continued to provide funds for supplemental education programs to migrant children within the regular school year of FY-74. Many children accompany their parents during the season and attend New York schools. Some parents remain here in attempting to settle out of the migratory stream and secure other employment. Their children continue to attend school through the winter and spring seasons.

In FY-74 approximately 3,000 children were provided supplementary educational services in 30 school districts. The BME allocated $759,295 for these services. Typical regular supplemental programs involved para-professionals and professionals working in schools to support the efforts of regular school staff. These aides work with children in classroom situations and permit teachers more time to work with individual migrant children. These efforts are necessarily limited by the large numbers of other children and constraints of the regular school curriculum.

Evaluation data have shown that migrant children obtain their greatest academic gains during summer schools funded by the BME rather than during regular school terms. It is often difficult to provide the individual attention these children need during the regular school program. The needs of migrant children are often such that flexibility in terms of subject matter and scheduling makes it easier to meet these needs with the individual child.

The BME's Regional Tutorial Programs, which are detailed in this report, are making strides toward meeting the challenges of increasing academic achievements of migrant children during the regular school term.

SUMMER SCHOOL PROGRAMS

The BME continued efforts to reach migrant children through summer school programs in FY-74. During the summer, 31 school districts cooperated with the Bureau of providing comprehensive educational programs for approximately 2,400 migrant children. Funds totalling $942,387 were budgeted for summer programs.

Each of the programs has its own unique characteristics. But all seek the common goal of serving the needs of the children. Toward the common goal, services are wide-ranging. Services include health and dental programs, individualized instruction emphasizing mathematics, reading, bilingual education, self-concept building, cultural appreciation experiences and field trips to broaden their knowledge of the world and their environment.

Several programs provided their own medical and dental services to meet the immediate health needs of children and their parents. Program directors also worked closely with established rural clinics by referring persons in need of medical help. Children were afforded physical examinations at the beginning of the summer programs. If health needs were detected, they were given immediate attention. Medical services were greatly speeded through the use of the MSRTS which can alert authorized medical personnel to a child's special health need.

The MSRTS is also invaluable to the summer school teacher who can determine the academic skills level of each child and develop an individualized learning sequence for the child. The learning atmosphere is usually charged with challenging methods and material for the children. Most important are the dedicated, selfless teachers who attempt imaginative, innovative methods fostered by the "open education" format of the summer schools.

Learning situations are not confined to the traditional classrooms, but may be found on a playground, camping in the woods, on a busy city street, or in a migrant camp itself. Development of various academic skills are directed through programmed learning formats that allow children to progress at their own rate of speed. Programs utilized various instruments to measure pupil achievement

Recreation is an integral part of all summer programs. Activities include traditional indoor and outdoor games, swimming and hiking where children can learn as they have fun. Positive self-concepts and fairplay are emphasized through games and appreciation of nature is enhanced during the outdoor experience.

In essence, the summer school programs are total living and learning experiences. They are the result of many people committed to helping migrant children. The programs rely on the talents and skills of professionals, para-professionals, migrant parents, and persons in supportive roles whether they be bus drivers, teacher aides, cafeteria workers, custodians or volunteers who are willing to do anything. Without them, the children could not be served.

CENSUS/MSRTS PROJECTS

In order to strengthen BME's census information and retrieval system, a special census project was initiated in September, 1973, for identifying and tracking individual children of migratory farmworkers. Prior to this project, the BME utilized information on children from various state, private, and community agencies and school districts. But definitions of "migrant" often differ among agencies and some agencies only survey migrants of specific age groups.

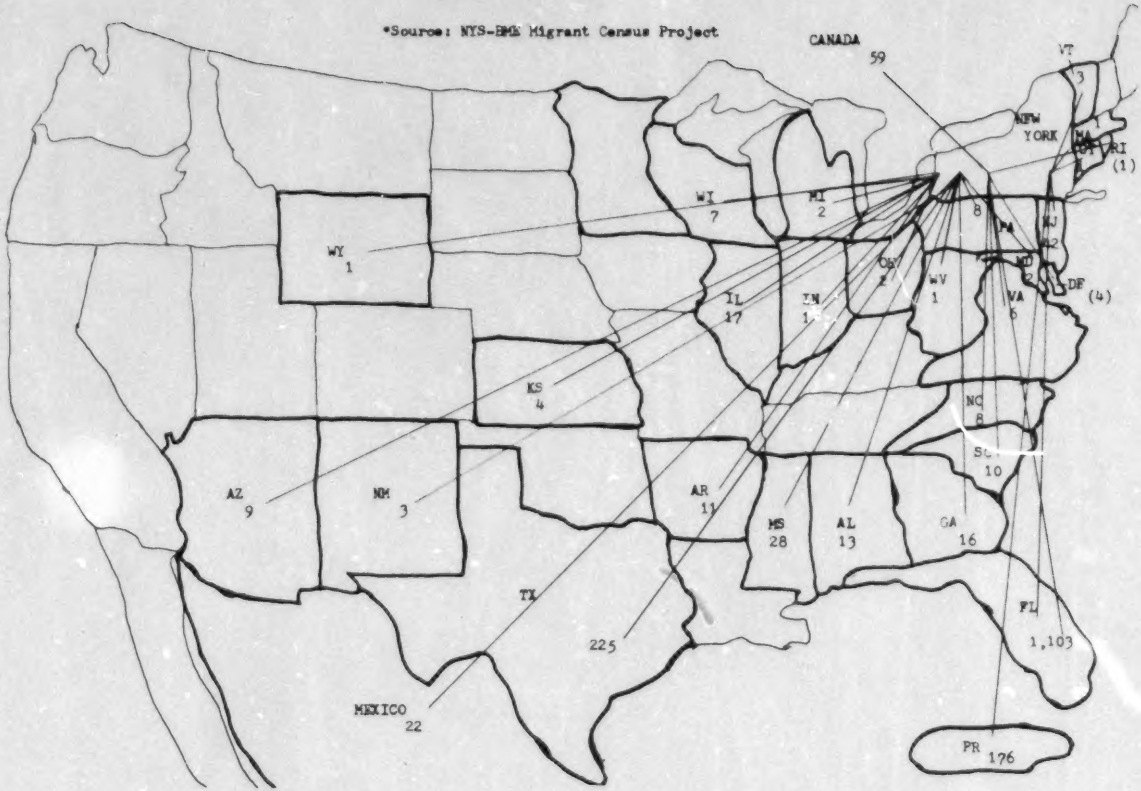
Moreover, there were vast areas where no records existed and cases where school and community officials did not recognize a family as fitting the BME's definition of "migrant". Another factor prompting the need for more accurate census information on migrant children is the decision by the Federal Department of Health, Education and Welfare to determine allocation of migrant education funds to states based upon actual numbers of migrant children within states.

In response to these needs, the BME established a Census Office, naming Mr. Steven Weisbrod as Director and Ms. Rosina Ansaldo as Assistant. Their charge was to develop methods to obtain an accurate picture of agricultural families moving through and within New York State. A field staff was organized and trained. Census forms were developed and surveying was begun in October. The tone of the new effort was one of experimentation and learning. Census takers were encouraged to make reliable and varied contacts, to seek out information in those areas where no migrants had been found before and to familiarize themselves with their region.

Because each census region is different, each census taker developed his own contacts. School district personnel, as well as post office workers, merchants, clergy, police, conservationists, growers, state agency personnel, Cooperative Extension agents and private citizens were contacted. Thus, many people were acquainted with the nature of the census project and many reliable sources were acquired.

1974 PATTERNS OF INTERSTATE MIGRANCY
OF CHILDREN TO NEW YORK STATE*

*Source: NYS-BMS Migrant Census Project



Based on information supplied by these sources, census takers visited labor camps, housing projects and individual homes. Parents of children and young adults up to age 21 fitting the BME's definition of "migrant" based on definitions set by Title I, ESEA, Migrant, P.L. 89-750 were then interviewed. Each child's personal data and previously attended school were recorded. Additionally, a family profile was completed to identify the parent's address and place of work, when the family arrived at their present location and their planned departure date and destination. The information was then sent to the Census Office. The profiles were also sent to the appropriate MSRTS Terminal and to the chief school administrator or contact person in the school district where the family lives. The MSRTS terminal operator is responsible for processing enrollments of the individual children on the MSRTS data bank. Records are maintained by the terminal operators for identification of children enrolled in BME-sponsored programs. The records also assist BME staff in promoting programs where needed.

A sophisticated tool like MSRTS can be effective only if it is fully understood by those using it. The User Trainer Project was a state-wide effort to facilitate necessary training of school users so that accurate, current data could be maintained, interpreted and used with the greatest consistency and advantage for migrant children. To achieve this goal the project held orientation and training sessions for 75 LEAs involving 471 staff members and conducted regional and state workshops for LEA personnel in all three of the state migrant terminal areas. The User Training Office is in close contact with BME staff, terminal operators and Census Office.

The census information is summarized at the Census Office and periodic up-dates of populations are sent to the school districts, day care centers, health and vocational agencies involved with serving the children. The primary responsibility of the Census Office is providing BME staff with current information on migrant children in order that program planning, implementation and evaluation can be strengthened.

Currently, 17 census takers are assigned to 15 regions. The census regions vary in size from one to nine counties depending on the anticipated population for the area. Each census taker works parttime. The number of hours spent is in proportion to the region's

size, the influx of families and the number of families establishing residence, or, "resettling" out of the migrant stream.

The identification of "intra-state" migratory children was also a factor that received increased attention from the census takers.

Many families were identified which remain within New York State but move to different communities to secure dairy farm or other farm work. The migration of these families between communities and across school district boundaries makes their children eligible for educational assistance provided in BME-sponsored programs.

For the future, the census project will continue supportive efforts by sharing census data with agencies already receiving the material and by continuing its vital role in program planning.

TUTORIAL OUTREACH

The primary goal of the BME's Tutorial Outreach Program is to reach migrant children in widely scattered rural regions with individualized instruction. The concept entails utilizing a centralized facility such as a college or Board of Cooperative Educational Services (BOCES) facility from which trained tutors go directly to students in a school system and provide one-to-one learning experiences.

A five step formula is followed in providing tutorial education for migrant children:

1. Identification of the student population;
2. Assessment of instructional needs of each identified student;
3. Design of individual learning prescriptions;
4. Implementation of each individualized prescription for each student;
5. Evaluation of the results of the program for each child.

Tutors work with individual children during regular school hours on non-conflicting schedules established in cooperation with the school. During FY-74, tutors provided intensive help to students in reading and arithmetic.

The BME's model program was established at the State University College at Fredonia (SUC Fredonia) under the direction of Dr. James Symula. The program was based upon two successful tutorial reading programs developed in Florida. SUC Fredonia's program was supplemental to the regular school programs. Tutors, materials and supervision were provided by SUC Fredonia.

The program included field coordinators and tutors in the field. Field coordinators set up schedules for the children and assisted tutors in establishing a learning prescription for the children. The coordinators worked closely with the school personnel. The tutors assessed the needs of the children through the use of diagnostic tests which were correlated to a criterion reading program which were used in many schools.

During the school year, a total of 307 migrant children within 13 schools were served by 18 tutors from SUC Fredonia. At any one time during the year, an average of 250 children was enrolled in the program which ran from October, 1973 through June 1974.

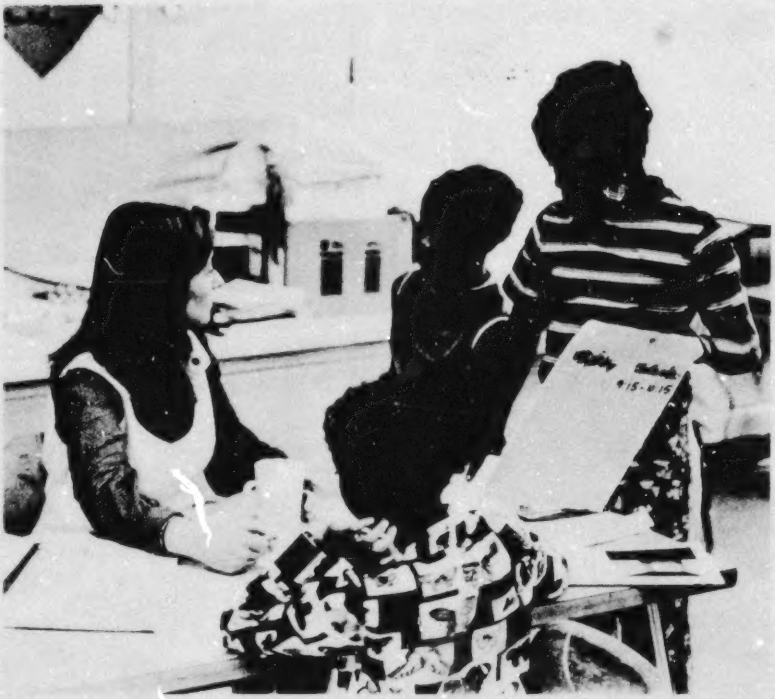
A second BME-sponsored tutorial program was a pilot project implemented at the State University College at Geneseo (SUC Geneseo) under the director of Mrs. Barbara McCaffery. The scope of the SUC Geneseo-based program was expanded to include individualized instruction in basic academic skills in addition to reading. Three tutors were assigned to 18 children in the Bloomfield Central School. The project began in April and was extended into the 1975 fiscal year to enable a full-year evaluation. Additionally, the SUC Geneseo program was expanded into several other school districts in Wyoming, Livingston and Steuben counties at the beginning of the 1975 fiscal year.

The successes of the program were found to be reliant upon the following major factors:

1. close coordination with the BME's Migrant Census Takers to assure children in need are reached;
2. close field coordination;
3. tutors who want to work with migrant children;
4. good relations with the school and community;
5. creativity in developing tutorial materials.

Successes in the tutorial projects were significant. An average reading level growth of 1.4 years was registered for all students in the SUC Fredonia program. Some students gained two full years in reading ability by the end of the eight-month program. The overall average was reduced because 104 students came into the program late in the fiscal year and were only afforded about three months of tutorial help. Beyond the reading skills gained, classroom teachers reported the students showed an increased interest in other school activities. This positive carry-over, though hard to measure, is an important part of the overall goal in this and other migrant education programs. Preliminary results of the SUC Geneseo program indicate similar findings in both academic gains and motivation for school work.

In coming years the Bureau plans to expand the existing tutorial programs and to initiate others where there is a need.



MIGRANT HEALTH EDUCATION

The importance of good health and proper health sustaining practices was emphasized to more than 850 migrant children in special Health Education Programs across New York State during FY-74. The BME funded the programs as components of summer school projects and individual programs.

Health education was a component of programs held at schools in Hilton, Williamson and Dunkirk, and through programs operated by PFI, the Genesee/Wyoming BOCES and the State University College at Geneseo. The programs concentrated on teaching the importance of proper diet, cleanliness, dental care, and environmental awareness. Health and dental check-ups for children were also part of the summer programs.

A comprehensive year-round effort to improve the health of migrants in Suffolk County, Long Island, was continued during FY-74. The First Supervisory District BOCES at Westhampton was funded to provide health education and health services for the entire migrant family. Related services included transportation to clinics, census, emergency food and clothing and referral for specific health needs. Two full-time educators conducted health education centers, dental clinics and made approximately 300 family visitations throughout the year. Two assistants were added to the staff during the summer months as the migrant population increased. The health educator's work was also supplemented through the cooperation of Suffolk County's Migrant Health Project and its mobile van which provided dental screening and physical examinations.

BILINGUAL PROJECT DEVELOPMENT

A comprehensive effort was initiated during the past year to acquire materials and develop programs for non-English and limited English speaking migrant students across New York State. Directed by Ms. Josephine Estrada, Migrant Assistant from the Bureau of Bilingual Education, approximately 185 preschool, 395 elementary school-age children, and 130 migrant students age 18-21 were served by the project. Locations of the bilingual efforts included: Angola, Lyndonville, Rushville, Warwick, Goshen, Alton, Leicester, Oakfield, South Dayton, and Bergen. The Puerto Rican, Mexican-American, and Algonquin Indian students came mainly from Puerto Rico, Texas, Florida and Canada.

During 1973-74, workshops on Bilingual Education, English as a Second Language (ESL) and Puerto Rican Culture were held at Migrant Education Conferences at Syracuse, Dunkirk, Bloomfield, Lyons, and Fredonia. A five day workshop for teachers in summer migrant programs also dealt with the meaning of bilingual education, ESL, reading in Spanish, Mexican-American culture, and Puerto Rican culture. Brochures delineating necessary qualifications and describing location and nature of migrant programs were sent to bilingual schools and universities. Several programs, as a result of the effort, utilized bilingual personnel from their locality.

Materials pertinent to non-English and limited English speaking migrant children continue to be collected and distributed. Materials were supplied to migrant programs and a resource center at the Bilingual Education Office was initiated during FY-74.

Goals for the project in the next fiscal year include:

- develop Bilingual Education programs in the migrant programs, especially summer programs;
- aid teachers in developing an understanding of Bilingual Education and ESL;
- make available materials and resources pertinent to Bilingual Education and ESL;
- develop resource units in Puerto Rican and Mexican-American culture;
- develop teacher training programs for local personnel in ESL and also bring in experienced competent teachers in Bilingual Education.

LEARN AND EARN

Nine out of every 10 migrant adolescents never finish high school, according to a 1973 national survey commissioned by the United States Office of Education. A pilot project aimed at stemming this appalling statistic was initiated by the BME during FY-74. Called the "Learn and Earn Program," it acts as a bridge assisting migrant adolescents to span the gap between continuing their education and working to help support themselves and their families. The project provided career exploration and sheltered work experience, encouraged continued participation in formal education and supplied financial assistance to the youngsters.

The program paid stipends to approximately 70 persons, ages 14-21. Learn and Earn sites were located in Albion, Niagara County; Cohocton, Steuben County; Goshen, Orange County; Highland, Ulster County; Lockport, Orleans County; and Riverhead, Suffolk County. The students were placed in job experience situations which corresponded to their interests. Counseling services were provided in addition to instruction and on-the-job training. Although the schedule for implementation varied with a youngster's age, the general objectives of the program included:

- development of healthy attitudes about employment and enhancement of employability;
- skill training in a career goal-related position;
- encouragement to remain in school or seek alternative resources for further educational/vocational training;
- exposure to career options and cluster skills;
- development of self awareness and the decision making process.

Learn and Earn counselors, through individual and group sessions and field trips to vocational/educational learning sites, involved the youth in informational sessions on the following modular curriculum units:

- getting a job.

— keeping a job.

— attitude toward work.

— self-assessment.

Placements for youth included the following: library, carpentry, high school, retail store, veteran's administration, restaurant, legal aide office, health clinic, and community action agency.

Learn and Earn was operated by Program Funding, Inc. (PFI) through Cornell University as the LEA. PFI is a state-based non-profit agency serving migrants and seasonal farmworkers operated by a Board of Directors consisting of 51% farmworkers and 49% private and public state-level agencies. PFI receives funds from the United States Department of Labor, BME and various other state and private sources. Services provided by PFI include emergency food service, transportation, relocation loans, job training and placement, help to alcoholics, day care referral, and bilingual services. PFI's state-wide delivery system operates 14 offices within five regions. PFI is headquartered in Rochester.

These local project offices insured a comprehensive approach to problems facing migrant youth in the Learn and Earn Program. PFI's manpower staff provided job development counseling skills and resource knowledge through in-service training. Cooperative Extension of Cornell University has been actively involved in all aspects of the planning and development of the program and is providing professional resource persons for counselor training.

The promise of the pilot program has encouraged the Bureau to continue and expand the efforts in Batavia and Wyoming County to approximately 40 more adolescents during the 1975 fiscal year.

PARENTAL INVOLVEMENT

A child's interest in school needs the support and encouragement that only parents can give. Parents that are enthusiastic and involved in their children's education transfer that enthusiasm and interest to their children. Several programs that encouraged parental involvement were supported by the BME during the fiscal year.

Summer programs conducted by Sodus Central School and SUC Geneseo untilized migrant parents as teacher aides. Migrant parents in Sodus were involved in the school's reading laboratory where a child's reading deficiencies were detected. The SUC Geneseo program utilized migrant parents as counselors during outdoor and urban living experiences throughout the day.

In the Ripley Central School, a pilot project focusing on parental involvement was conducted during the spring school semester. The Learn, Experience, and Develop (LEAD) program was held for eight weeks, after regular school hours for two days and all day Saturdays. LEAD was designed under the auspices of the SUC Fredonia's Migrant Program Office to bring about optimum parent and child development. Migrant and non-migrant parents and children were involved with the parents acting as consultants to the program. The parents supervised field trips and demonstrated their own talents in classroom situations. Classroom activities included cosmetology, auto mechanics, cooking, sewing, arts and crafts. Field trips and classroom experiences provided opportunities for interaction between migrant and non-migrant parents and their children. The interaction and exchanges on field trips and in the classroom fostered acceptance and recognition of the migrant family in the community.

The LEAD project was designed for the total family. Activities for pre-schoolers, teens and adults involved them in various social and educational tasks. The older children participated in games, read stories and supervised the activities of younger children. Parents, by becoming involved with learning and teaching, strengthened their own pride and self-esteem while conveying it to their children.

Innovative programs like LEAD point the way for similar efforts by migrant educators who understand the need for parental and community support of migrant educational projects.

INSERVICE EDUCATION

Efforts by the BME to bring migrant educators together for furthering their knowledge and to discuss future implications in the field were concentrated into four main workshops during fiscal year 1974.

The First Annual Migrant Health and Education Workshop drew more than 100 persons to the Syracuse Motor Inn May 29 and 30, 1974. Objectives of the workshop were to make participants better acquainted with management, operations and personnel of health services of migrants; to strengthen coordination efforts between agencies; to integrate health education as a basic component of health services; and to share knowledge of services to migrants from infant to adulthood. Representatives from the New York State Department of Health, Lakes Area Regional Medical Program of Buffalo, Migrant Health Projects from Pine Island and Suffolk County and the State Education Department presented information on health education and health services for migrants. Topics ranged from nursing services to the State Sanitary Code dealing with the camps. The statewide workshop was followed up in Regions I and II with concentrated one-day meetings on specific regional problems.

Some 300 persons directly involved in migrant education programs participated in the three-day, Fourth Annual Migrant Education Workshop, July 1, 2, and 3 in Syracuse. One highlight was an address from Vidal Rivera, Chief of the Migrant Programs Branch of HEW at the opening session. Workshops on various aspects of the services to migrants ranging from day care to adult vocational education were the focus of the workshop. The small groups within each workshop facilitated in-depth discussions and problem-solving on many topics of interests to educators and program directors.

A four-day summer workshop, during July, in New Paltz, concentrated upon bilingual education for Spanish-speaking children that visit the state each year. The special workshop was an additional effort of the Bureau-sponsored Bilingual Project which led several in-service workshops in other parts of the state at individual LEAs.

In keeping with the Bureau's thrust to improve continuity of education for migrant children through tutorial education, a Regional Migrant Tutorial Workshop was held August 23, 1974 at SUC Geneseo.

Participants from tutorial programs based at SUC Geneseo, SUC Fredonia, and Genesee/Wyoming BOCES at Batavia attended. Program Directors, Mrs. Barbara McCaffery of SUC Geneseo, Dr. James Symula of SUC Fredonia, and Richard Marino of Batavia and members of their staffs met to share information and ideas on the development of programs. Sessions were held on individualizing math activities, teacher-made materials, a musical approach to language arts and personalizing instruction.

INTERSTATE COOPERATION

Through support of the MSRTS, the Texas Child Migrant Program, and attendance at regional and national workshops, New York State continues to foster interstate cooperation. Three terminals and a special User Training Program were operated during the fiscal year.

The terminals, located at the Orleans-Niagara BOCES in Medina, Ulster County BOCES in New Paltz, and Wayne County BOCES in Williamson, are part of a national network of 130 terminals in 48 states tied to a computer bank in Little Rock, Arkansas. The three terminals relate to approximately 60 school districts with migrant children in Bureau-sponsored programs. The terminals' operators are responsible for record initiation and for updating and withdrawal of pertinent educational and medical information for each child enrolled through the Arkansas data bank.

The Texas Migrant Program brought two Texas educators (Guadelupe José Gonzales and Humberto Vasquez, both from the Roma School District near the Mexican border) to New York State during the summer for eight weeks. Through inservice sessions in various parts of New York and a four-day workshop in New Paltz, they brought some understanding concerning the special educational needs of Mexican-American migrant children to summer program personnel in local school districts where these children were enrolled. Both educators also took part in the Bureau's summer program evaluation project by assessing the effectiveness of bilingual programs, funded by BME.

BME staff participated in both the Eastern Regional Workshop and the Seventh Annual National Migrant Workshop. Through these workshops, new ideas were shared, problems explored, and information was exchanged on programs among directors and staff on migrant education components in the 48 participating states.

CAREER EXPERIENCE PROJECT

A pilot project which exposed teenagers to alternative careers was supported by the BME at the Genesee-Wyoming BOCES located in Batavia. The six-week "Summer Workstudy" Program directed 15 youngsters, ages 13-18, to several businesses in the Batavia vicinity where they were trained in food services, restaurant management, merchandising, and agribusiness management.

The BME provided weekly stipends to each student. The student's learning experiences were augmented with counseling services by professional volunteers from nearby Genesee Community College. Some workstudy students attended classes at the BOCES Center in addition to their work and counseling hours. The students were guided closely by employers and counselors in their learning experiences in order that they see the association of education and positive human relations to successful employment. The program maintained flexibility which enabled students to switch job

situations to match their interests and broaden their experience.

The success of the program was indicated in the response by employers. One workstudy student was offered a full-time position as a kitchen supervisor in one of Batavia's busiest 24-hour restaurants. Two workstudy students receiving experience in dairy farm agri-business were paid additional money beyond their stipends by the dairy farm owner. One of the students has hopes of owning a dairy farm in the future and is pursuing formal farm management studies beyond the workstudy program.

The Batavia Career Exploration Project is a forerunner to an expanded "Learn and Earn" program the BME plans for migrant youth on a state-wide basis in the next fiscal year.

SUMMER SCHOOL EVALUATION SUMMARY

During July and August, 1974, summer school programs for children of migrant workers were held at 20 centers in New York State. Although the programs varied in size, duration, and curricular emphasis, all shared one common objective – the continuation of academic growth in the basic skills for children of migrant workers.

Again this year the reading and arithmetic subtests of the Wide Range Achievement Test (WRAT) were administered to each child at the beginning and at the end of the program. The WRAT was employed for several reasons. It affords measurement of the performance of individuals at all levels of a heterogeneous age group (age five years to adult). The test has high reliability when norm groups are considered (.90 to .95). Reliability appears to be somewhat lower for samples of migrant children but still remains gratifyingly high. The test questions are open-ended rather than multiple choice, which may very well decrease any effects of practice in pre-and posttest situation. Since the test is individually administered, the teacher can observe the child's verbal and non-verbal responses to the test items.

A summary of the test results for the 18 of 20 centers is presented. Results from two centers **are not included** because the programs were less than a month long, and the test-retest factor over such a short time span seemed too great to ignore. The results were classified by age ranges corresponding to usual school placement. For example, children between 4 years 8 months and 5 years 7 months in July would be between 4 years 10 months and 5 years 9 months in September – approximately the age range for admission to kindergarten. Results for program participants in the age ranges for pre-kindergarten and grades 11 through 12 are not reported since the numbers of cases were too small in each category.

A monolingual pupil speaks English only; a bilingual pupil speaks little English or speaks English as a second language (his first language being Spanish, Algonquin, etc.) A "true" migrant child is one whose family moves as part of the migrant stream;

a "resettled" child is one whose family, previously migrant, has settled in a school district area.

The following tables and analysis of achievement scores were prepared by the Bureau of Pupil Testing and Advisory Services, Division of Educational Testing, New York State Education Department.

RESULTS FOR READING

Pre and posttest means and mean gains are presented in Table 1. The total program group had an average gain of .46 grade equivalent scorepoints (between four and five months) in reading achievement over a four to six week period. While all grade levels reported made gains in reading achievement, the amounts of average gain varied considerably, ranging from .25 for second graders to 1.08 for ninth graders. As in the past the older children tended to make substantially larger gains than the the younger children. In fairness, it should be pointed out that the older children are further behind when they start relative to the norm and are thus more likely to exhibit higher scores on a re-test due to regression effects. This regression effect may partially account for the slight gain differences between mono- and bilingual pupils and between resettled and true migrants.

A comparison of the achievement of migrant children and the WRAT norm group discloses that, as with past samples, migrant children generally obtain grade equivalents which on the average are lower than those of the norm population. This disparity increases as older groups are considered. In the present case, in reading the difference between the norm group and migrant groups on the pretest widens from .01 points at the kindergarten level to 2.62 points at the tenth grade level. On the posttest the larger gains made by the older children tend to decrease this tendency but a large gap still remains.

Table 1

Wide Range Achievement Test - Scores in Reading

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
K	4.8-5.7	46	P.K.99	K.28	0.29
1	5.8-6.7	116	K.42	K.74	0.32
2	6.8-7.7	140	1.45	1.70	0.25
3	7.8-8.7	125	2.04	2.46	0.42
4	8.8-9.7	139	3.03	3.43	0.40
5	9.8-10.7	126	3.88	4.29	0.41
6	10.8-11.7	122	4.52	5.08	0.56
7	11.8-12.7	87	5.69	6.44	0.75
8	12.8-13.7	57	5.67	6.29	0.62
9	13.8-14.7	32	6.58	7.66	1.08
10	14.8-15.7	39	7.38	7.93	0.55
Total Grades K-10		1,029	3.19	3.65	0.46
Monolingual		822	3.13	3.57	0.44
Bilingual		207	3.44	3.98	0.54
True		544	3.2.	3.82	0.55
Resettled		485	3.11	3.46	0.35

RESULTS FOR ARITHMETIC

Table 2 presents pre and posttest results for the WRAT Arithmetic Test. The total group made an average gain of .43 grade equivalent points (about four months). The arithmetic gains are less variable over grades than the reading gains. Though almost no difference is shown between the performance of "true" and "resettled" migrant children, the bilingual gains are slightly larger than those for monolingual pupils, a pattern similar to that for reading.

When compared with the norm group, migrant children obtain grade equivalents on the arithmetic pretest which are lower than those of the norm population. As with reading, this disparity increases as older children are considered. Although migrant kindergarteners generally score at grade level on the pretests, tenth grade migrant children score 3.77 below the norm for that grade. The migrant/norm difference is somewhat smaller for posttest scores.

Table 2

Wide Range Achievement Test - Scores in Arithmetic

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
K	4.8-5.7	46	K.19	K.48	0.29
1	5.8-6.7	116	K.69	1.16	0.47
2	6.8-7.7	140	1.56	1.97	0.41
3	7.8-8.7	125	2.18	2.65	0.47
4	8.8-9.7	139	2.98	3.34	0.36
5	9.8-10.7	126	3.58	4.00	0.42
6	10.8-11.7	122	3.93	4.31	0.38
7	11.8-12.7	87	4.62	5.01	0.39
8	12.8-13.7	57	4.86	5.42	0.56
9	13.8-14.7	32	5.50	6.16	0.66
10	14.8-15.7	39	6.23	6.68	0.45
Total Grades K-10		1,029	2.94	3.37	0.43
Monolingual		822	2.91	3.31	0.40
Bilingual		207	3.04	3.56	0.52
True		544	2.94	3.38	0.44
Resettled		485	2.94	3.34	0.40

SUMMARY

The activities described in the preceeding pages are indicative of the efforts undertaken by many dedicated persons to meet the unique educational needs of New York State's migrant children. Those needs are created by their lifestyle which causes them to move frequently, thus interrupting the continuity of educational programs offered by the traditional school system.

Since 1965, federal legistation has provided funds for the creation of special school programs to improve the continuity of education for these children. New York State had been involved in efforts to enhance the learning experiences of migrant children for several years prior to the national effort. This reflects a high priority given to equalizing educational opportunities through the state's elementary and secondary schools.

The goal of the New York State migrant education effort is to provide each eligible child supplemental educational programs that will best meet his assessed needs. Beyond the effort to improve skills in reading, mathematics and bilingual education, efforts to improve health and nutrition, provide recreational activities and bolster positive self-concepts are important parts of the comprehensive programs undertaken. The educational programs are linked to the work of other state agencies which provide services to migrant children.

Programs designed to maximize teaching efforts to meet the needs of migrant children are developed in accordance with state and federal guidelines. Tutorial instruction, summer schools, regular school supplemental programs, health education, bilingual education, career experience for adolescents and early childhood development programs are some of the specific services made available to migrant children.

It is hoped that the migrant education programs will provide an equal educational opportunity to migrant children so that they may participate fully in the mainstream of society.